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THE TRAINING SCHOOL BULLETIN

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SOME INTELLECTIVE FUNCTIONS IN THE THEMATIC APPERCEPTION TEST AND THEIR USE IN DIFFERENTIATING ENDOGENOUS FEEBLE-MINDEDNESS FROM EXOGENOUS FEEBLE-MINDEDNESS[1]

CHARLES WILLIAM SLACK

Introduction: Experimentation concerned with the behavior correlates of causal factors in mental deficiency has heretofore been of two rather distinct directions: studies along the line of psychometric evaluation of endogenous-exogenous differences (3,5) and studies in the direction of clinical evaluation and discovery by the use of the projective techniques (1, 2, 8, 10 11, 13). Strauss and Werner (8) have shown that both quantitative and qualitative differences exist in the perseverations of exogenous and endogenous types of feeble-minded. Werner and Carrison (10, 11) found the exogenous to be more animistically oriented and to attribute animal characteristics to objects more than the endogenous. Bijou and Werner (1, 2) found that the definitions of words given by the exogenous were superior quantitatively as well as qualitatively to those of the endogenous.

The most revealing study, however, is that of Werner (13) using the Rorschach technique. Werner believes that clusters of behavior traits of the exogenous can be deduced from studies using the Rorschach and that, since the seemingly paradoxical and contradictory picture that one gets of the personality of the brain-injured child is supported by behavior patterns observed in brain-injured adults (Goldstein, K.6), he feels that such as the signs of neuropsychological unbalance of the organism.

It was felt at the time of the genesis of this study that a combination of projective techinques and dynamic explanations of results

1. The author is extremely grateful for the advice and assistance of Mrs. Alice M. Nash, Mr. Robert H. Cassel and Mr. Harold Danenhower of The Training School and Dr. Silvan Tomkins of Princeton University.

showed promise of pointing up differences between the etiological groups. Those tests of the PMA and Stanford-Binet type (3,5) do perform a function which the projective techniques, with all their wealth of information, do not; they show the extent to which the subject can discover already existing relationships in structured situations (the projective techniques being measures of the extent to which the subject would impose relationships upon unstructured material in order to structure it). It was felt, however, that certain measures in the projective techniques should correlate highly with tests of the PMA type. Certainly some of the measures of the formal characteristics of story structure in the Thematic Apperception Test should correlate with intelligence as measured by the PMA or the Stanford-Binet. This in addition to the fact that the TAT had never to our knowledge been used in an attempt at showing up endogenous-exogenous differences made it desirable that is be included with the PMA and the Stanford-Binet in a study which was aimed at: first seeing if, with a feebleminded population, certain functions in the TAT could be found to correlate with intelligence as measured by the PMA or the Stanford-Binet, second, if the information obtained by the administration of these tests could be used to differentiate between the two groups and third, if the relationships existing between the measures could not be explained logically and in the light of former evidence. That we have succeeded to a degree in this preliminary attempt with a small population is evidence of the fact that in some such combination of instruments as was used in the study lies a very imposing tool for use in cracking the hard nut of the mystery of the brain-injured child.

The Population: Twenty-seven mentally deficient boys, residents of The Training School, were used in the study. The population was divided according to etiology into two groups, the exogenous and the endogenous. The bases for the judgment of exogenous were anamnesis and clinical evaluation on a number of points including: duration of pregnancy, use of drugs during pregnancy, accidents, falls, etc. of the mother during pregnancy, unusual presentation, long delay in crying, convulsions, etc., as well as positive evidence of lesion or malformation in pneumoencephalograms, disease of mother during pregnancy (including syphilis), prenatal therapy (x-ray), infectious diseases including encephalitis. All morphological clinical types as

the cerebral palsies and epileptics were excluded from the exogenous category[1].

The criteria for the classification of endogenous were absence of all the conditions noted above plus positive record of the presence of feeble-mindedness in the immediate family.[2]

Pertinent data about the population classified in these two groups is given in Table 1.

The instruments: Besides the 1916 Stanford-Binet test and the SRA Primary Mental Abilities Test (ages 5 to 7) of Thurstone, The Thematic Apperception Test of Murry was used. Each subject was given twenty cards in the picture series for boys.

The Procedure: The administration of the Primary Mental Abilities Test is fully discussed by Cassel and Danenhower in the study for which the test was originally given (3). It is enough to say here that the test was given to the subjects in small groups and carefully administered. The 1916 Stanford-Binet is given regularly to almost all of the children at The Training School as a part of a standard psychometric program. Life ages used were those at the time of the administration of the PMA test.

The TATs were administered by this author to each subject individually. Four test periods of five cards each were given the subjects and the periods were spaced at least two days apart. It was felt that such a procedure would lessen the effects of fatigue and tend to randomize those responses due to the present emotional state of the subjects.

Taking a hint from Werner (12), the author prodded the children a great deal, often, at the end of the stories, with specific questions. In the analysis for this preliminary study, however, only responses volunteered by the subjects were scored. All conversation, instructions, stories, questions and answers were recorded on "soundscriber" discs and typed verbatim from the record. This may have the effect of lenghtening the stories somewhat since some remarks, asides and repetitions might not otherwise have been registered.

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1. Actually, the exogenous group was first divided into two groups; the definitely exogenous and the probably exogenous, on the basis of the sureness of the clinical diagnosis. When it was discovered later that the inclusion of the probably exogenous group did not appreciably influence results, the distinction was disgarded.

2. The same as 1., above, holds for the endogenous group.

Three variables, which we choose to call *intellective functions* were abstracted from the responses to the TAT pictures. The first is a measure of the *length* of the stories, simply the average number of words per story. Responses in the form of answers to questions were not scored but responses made to prodding ("Tell me more," "What happens?", "Go on",) were counted. The second and third we assume to be measures of the complexity of the relaitonships existing within the stories. They are the *number of causally connected statements* and the number of means-end relationships or *purposefully connected statements*. An example of a causally connected statement might be: "The horse broke his leg so the man shot him." "The boy was hungry so he ate his orange", would be an example of a purposefully connected statement. No attempt was made to qualitatively judge the statements as to how good the relationships were. It is interesting to note that there was not one case of a synecdochically connected statement volunteered by the children although many such statements were given in answer to questions imposed by the examiner.

The similarity between the measure of the length of the stories and certain of the tests which are highly saturated with the word-fluency factor, W, of Thurstone is sure to be noted. Time was not held constant in the TAT stories, however, as it is in most of the tests of W. Word-fluency tests measure the ability to think of words rapidly; the length of stories in the TAT is a measure of how much material the subject volunteers when presented with stimuli in the form of pictures. Obvious distinctions of even greater importance exist between the two other measures in the TAT and the various tests of the verbal abilities including the one of Thurstone, for children, used in this study. It is felt that the number of causally and purposefully connected statements measures the degree to which the subject imposes causality and purpose on a more or less unstructured field in his attempt to structure it. It would not be surprising, however, if these measures correlated significantly with those tests of the PMA type which essentially attempt to measure the extent to which the subject can discover already existing relationships in more or less structured fields. Such correlations, we have found, do exist (even with a very small population) and are, as a matter of belief, the rule rather than the exception.

Before proceeding with the results, it should be noted, in reference to Table 1, that no attempt was made to equate the endogenous

group with the exogenous group except in regard to mental age on the Thurstone PMA test. It will be our procedure, however, in analyzing the results and drawing conclusions, first to see how much effect age and intelligence have on the variables (using the correlation coefficient as a measure of this effect) and to draw conclusions about significant differences only in appropriate instances.

A glance at Table 1 will show that in the case of all three, life age, Stanford-Binet mental age, and Primary Mental Abilities mental age, the exogenous group is higher than the endogenous group. If as we look at the results, we keep in mind this general superiority of the exogenous group in life age and mental age, a proper evaluation of the significance of differences will be facilitated. Thus, if on measures offered the two endogenous groups score higher than the exogenous groups when actually on such initial measures as life age and mental age the endogenous group is lower than the exogenous, then the obtained differences are more likely to be significant than the statistical tests may indicate.

Results: The results of the experiment are to be found in Tables 11-V. In all cases of correlation, the product-moment correlation coefficient was used.

Analysis of the results and conclusion: The most outstanding result of the study is the significance of the difference found in the length of the storie.s This result is in accordance with that of Werner (13) who found that the endogenous had a larger N on the Rorschach. It should not be concluded from this result that the verbal ability of the exogenous is lower that that of the endogenous for Cassel and Dananhower (3) have found that, indeed, the opposite is true. The great difference between the measures on the TAT and the test of verbal ability on the PMA must be recognized in spite of the fact that *length of stories* correlates significantly with Verbal Ability (Table IV). In the Thurstone Verbal test we are attempting to study the ability of the subject to discover what relationships exist between words, the measure in the TAT shows the amount of verbal activity of the subject (with time varying also) when he is presented with a more or less unstructured stimulus. Also, because of the fact that time is not held constant in the TAT measure we must not conclude that the exogenous are lower in the word-fluency factor. It is believed, to the contrary, that the exogenous should be more active per unit time on any

test of word-fluency which does not require that they attend themselves to the particular stimulus a hand. Since all of the prodding that was done in the administration of the TAT was in the direction of forcing the subjects to attend themselves to the business of telling stories about the pictures placed in front of them, the results favor the more integrated personality of the endogenous child.

Of importance also, is the significance of the differences between (or the ratio of) the variances of the groups with respect to length of stories (Table V). Here we find one of the few cases in which the endogenous do not seem to be the more homogeneous group. When we examine the nature of the ability to tell long stories, however, this apparent contradiction of Cassel's and Danenhower's general findings will seem more reasonable.

Observation of scatter plots (not included in this printing) show that the population is divided into two rather distinct groups, with a wide separation at an average of about 100 words per story. The spread of the group below 100 words per story is obviously much less than the spread of the group above 100 words per story.

One explanation for this phenomenon might be that the TAT presents a generalized stimulus to the subject which he can respond to in a number of ways. One of the ways is to talk at length about the pictures. The prodding and the continuous presence of the stimulus serve to hamper greatly those who do not have the ability to talk at length about the pictures, but serve to further stimulate those who do have such ability. Thus we find the great spread of those who tell stories above 100 words and the small spread of those who tell stories below 100 words. The greater spread of the endogenous in this particular case then is merely the result of the fact that those endogenous who tell shorter stories are grouped below 100 words with no significantly greater spread than the exogenous but those endogenous who tell longer stories of over 100 words have a much greater spread than the exogenous of the same group. The significant differences in the spreads, by observation, seems to lie, then, in the group which tells the longer stories and is explained by the fact that the nature of the test is such as to greatly spread out the higher end of the distribution.

The Results in Table IV are mostly self-explanatory, believeing as we did when we commenced the study that it was not unlikely that we should get significant correlations between measures of the formal

structures of the TAT stories and the Primary Mental Abilities and Stanford-Binet tests. With a small sample, one great advantage of the use of feeble-minded subjects cannot be overlooked. Life age does not correlate with M. A. to nearly as great an extent as it does in the normal population. Especially would we expect this to be true in the case of the brain-injured. For this reason, many of our statistically significant correlation coefficients would not remain so with life age held constant, were it not for the fact that a feeble-minded population was used.

It will be noticed in Table IV that the correlation between *number of causally related statements* and Verbal Ability is not quite one half the correlation between *number of purposefully related statements* and Verbal Ability although both coefficients are significant. In this regard it will be to our advantage to remember that causality as measured by the TAT differs from the ability to discover causal relations normally associated with intelligence. The TAT measure is of the degree to which the subject imposes causality upon the stimulus and is not as much a mark of intelligence in the feeble-minded as is the degree to which the subject imposes purpose upon the stimulus. This result at first to contradict the finding of Werner and Carrison (10, 11) that the brain-injured are more animistic in their thinking if we consider the result (Table V) that the endogenous do not differ significantly in the number of causally connected statements as compared with purposefully connected but that the exogenous do give a significantly greater number of causally connected statements. We thus have the apparent contradictory evidence that the brain-damaged give more causally related statements and yet that they are more animistic and attribute human characteristics to the world around them (purpose being associated with human beings more than with objects). If we assume the hypothesis that the brain-damaged child is *field oriented* (to a greater extent than is the endogenous) in the sense that he adjusts his behavior to the field more than he attempts to adjust the field to his purpose, the apparent contradiction is resolved. Thus we would expect to find that the exogenous child would attribute human characteristics to the field (animism), he would attribute causuality to the field (in this case the TAT picture) and would not attribute purpose to the heroes with which he identifies himself. Also he would perhaps have fewer defi-

nite heroes (and more indefinite heroes) than would the endogenous child, although this has never been proved.

The question then arises: would not the endogenous child attribute purpose to inanimate objects and forces with his field? The answer is that there is some reason to believe that he does when he is made to use logic which he otherwise would not use. For example: it sounds wrong to the exogenous child, as well as to us, to answer the question "Why is the gun there?" with the response "Because it wants to be there" and he will answer "Because it *is* there" (meaning it is in the picture) before he will attribute purpose to the gun, he will attribute purpose to inanimate objects if prodded enough. He will not, however, say "Because the artist put it there" (purpose) in answer as often as will the endogenous child of the same I. Q.

It will be noticed in Table V that, in regard to both length of stories and number of causally and purposefully connected statements (combined) that the exogenous correlates significantly with the Stanford-Binet whereas the endogenous does not. The significance of this difference would be lessened if the groups were matched for life age, it is true, but the wide difference in the case of the correlations between length of stories and the Stanford-Binet leads us to believe that some significance could still be attached to the differences. One explanation of these findings is that, due to the nature of testing situation and of the TAT as a test, only the exogenous who were of high intelligence could tell long stories, whereas in the endogenous intelligence was not necessarily a prerequisite for telling long stories. This leads us to believe that the nature of the endogenous personality is such that it does not need a great deal of intelligence in order to cope with a situation such as the TAT presents by talking a lot and by using cause and purpose. The exogenous child, on the other hand, crippled by damage, cannot discuss a subject adequately at length unless he is of high intelligence. This finding supports the results discussed above concerning the difference in the two groups with respect to length of stories.

Also in Table V, it will be noticed that, when The Stanford-Binet, the length of stories and the number of causally and purposefully connected statements (combined) are correlated with the PMA Verbal mental age, the endogenous always correlate significantly and the exogenous do not. An explanation for the first of these findings

lies in the fact that verbal ability depends on intelligence in the case of the more homogenous endogenous child and not as much upon intelligence in the more paradoxical exogenous child where specific defects and deficiencies are the rule. Remembering the finding of Cassel that the exogenous are higher in verbal ability on the PMA (3) and of Bijou and Werner (2) that the definitions that the brain-injured gave to words were better than the definitions of the endogenous, we conclude that it takes a high amount of verbal ability in the endogenous for him to tell long stories and give many causally and purposefully related statements. In the exogenous, however, with his specific disorders and dificits, high verbal ability relative to other exogenous children is not as much of a necessity for the production of good long stories.

In conclusion then, let us recommend that Cassel's general finding with regard to the homogeneity of the endogenous be altered somewhat to state that the endogenous are in general more homogeneous with respect to those tests which do not exaggerate the upper region of the distribution as do the meausres in the TAT as present in this study. In the case of tests which do spread out the distribution at the upper end the endogenous may or may not have less spread as the case may be.

Let us also recommend that the endogenous be thought of as field-oriented and as making much greater use of causal rather than purposeful relationships in attempting to structure a field.

It is believed on the basis of findings in this study that the nature of the endogenous personality is such that it does not need as high an intelligence as the exogenous in order to cope with a situation such as the TAT presents by discussing a stimulus in the form of a picture adequately and at length. The endogenous does need, however, a greater amount of verbal ability than the exogenous in order to so behave. In particular, with regard to length of stories, the endogenous are found to tell the longer.

In general it is believed that we have done what we set out to do, that is to find indication using a small sample that intellective functions exist in the TAT which would correlate significantly with tests of the PMA type and which are useful in differentiating the endogenous from the exogenous feeble-minded.

TABLE I

POPULATION CHARACTERISTICS

Instrument or measure	clinical type	N	range	mean	standard deviation
Life age	exogenous	15	9.8-18.8	14.3	2.68
	endogenous	12	9.4-14.9	11.9	2.57
	Total	27	9.4-18.8	13.1	2.48
1916	exogenous	15	5.8-10.2	7.2	1.15
Stanford	endogenous	12	4.8- 8.8	6.4	1.64
Binet M.A.	Total	27	4.8-10.2	6.8	1.48
Thurstone	exogenous	15	3.8- 9.0	6.4	1.47
	endogenous	12	3.8- 9.0	6.3	1.37
P.M.A. M.A.	Total	27	3.8- 9.0	6.4	1.23

TABLE II
CHARACTERISTICS OF THE TAT INTELLECTIVE FUNCTIONS

Function	clinical type	N	range	mean	standard deviation
Length of stories (in words)	exogenous	15	17-205	72.9	56.06
	endogenous	12	19-303	83.3	80.03
	Total	27	17-303	77.0	59.10
Number of causally connected statements	exogenous	15	0-28	8.47	8.61
	endogenous	12	0-22	7.17	6.91
	Total	27	0-28	7.89	7.97
Number of purposefully connected statements	exogenous	15	0-11	2.87	3.14
	endogenous	12	0.14	3.83	4.83
	Total	27	0-14	3.30	4.03
Number of causally and purposefully connected statements combined	exogenous	15	0-35	11.35	11.43
	endogenous	12	0-34	10.99	11.09
	Total	27	0-35	11.19	11.29

TABLE III
CORRELATION BETWEEN
NUMBER OF CAUSALLY CONNECTED
AND
NUMBER OF PURPOSEFULLY CONNECTED STATEMENTS

Clinical type	N	correlation
exogenous	15	.86*
endogenous	12	.78*
Total	27	.75*

* Significant to the one per cent level of confidence.

TABLE IV

SIGNIFICANT INTERVARIABLE RELATIONSHIPS WITH ENTIRE POPULATION (N=27)

Intellective function	other measure	r	significance	Life age held constant r	significance
No. of causally and purposefully connected statements	Thurstone PMA mental age	.75	.01	.70	.01
No. of causally and purposefully connected statements	Stanford-Binet mental age	.70	.01	.58	.01
No. of causally and purposefully connected statements	PMA Verbal mental age	.53	.01	.51	.01
No. of causally and purposefully connected statements	PMA Motor mental age	.77	.01	.72	.01
No. causal relationships	PMA Verbal mental age	.50	.01	.42	.05
No. purposeful relationships	PMA Verbal mental age	.95	.001	.90	.01
length of stories in No. of words	Stanford-Binet mental age	.49	.01	.31	none
length of stories in No. of words	PMA total mental age	.38	.05	.34	none
length of stories in No. of words	PMA Motor mental age	.56	.01	.48	.05
length of stories in No. of words	PMA Verbal mental age	.54	.01	.53	.01

TABLE V

DIFFERENTIATING STATISTICS

Statistic	measures	method of differentiating	Significance
correltaion coefficient	length of stories on TAT —— S-B MA	exog. r is significant (.94, P less than .01) endog. r is not significant (.18)	unknown
correltaion coefficient	number of causally and purposefully connected statements —— S-B mental age	exogenous r is sig. (.88, P less than .01) endogenous r is not (.54)	unknown
correltaion coefficient	PMA MA —— S-B M.A.	endog. r is significant (.81, P less than .01) exog. r is not significant (.20)	unknown
correltaion coefficient	length of TAT stories —— PMA Verbal mental age	endog. r is significant (.86, P less than .01) exog. r is not significant (.14)	unknown
correltaion coefficient	number of causally and purposefully connected statements —— PMA Verbal mental age	endogenous r is significant (.70, P less than .01) exog. r is not (.42)	unknown
standard deviation	length of stories in words	exog. =48.39 endog. =89.09	p less than .05
means	length of stories in words	differences in the means. endogenous (103.6) exogenous (60.2)	p less than .01
means	number of causally connected statements number of purposefully connected statements	endogenous do not give a significantly larger number of causally connected statements (O.m.d. =1.86) exogenous do (O.m.d. =5.12, P less than .02) note: O.m.d. of Total population =4.59, P less than .001	unknown

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STORIES OF LIFE AT CAMP MENTO 1950

ALICE M. NASH
RALPH RANSOM
ELIZABETH McCARTHY

These anecdotes of life at Camp Mento were contributed by Mrs. McCarthy and Mr. Ransom, teachers at the Training School, who were camp counsellors this summer, with the Introduction and Conclusion by Mrs. Nash, Head of the Education Department, who was known at camp at "Keeper of the Keys."

When "Zukie" was lowered down from its winter retreat and rolled out of the garage under its own power, the news traveled like magic throughout the Training School. By the time it had covered the distance from the garage to the school building, the sidewalks along the way were lined with little boys waving "Hello, Zukie!" "Give us a ride." "We want to go to Camp." And one hour later when Zukie went out the gates headed for Camp, it looked like a jolly "jamboree" of happy youngsters.

Perhaps, lest "Zukie" be interpreted as the name of a new make of car, it had better be explained. "Zukie," so named for a little boy with a crippled leg, is the children's pleasure car. It resembles both a family driving car and a school bus with its capacity, twelve to sixteen people, depending upon the size and weight of the riders. It is not a handsome car, but in the pleasure which it has given to hundreds of children, it is a challenge to the finest Rolls-Royce on the highway.

Camp Mento also needs to be explained as not all of our readers are familiar with it. Camp Mento is the children's summer playground in the woods. It is located on the Menantico Stream, on the Colony grounds, five, ten, or fifteen miles from the Training School, depending upon time. Limited time—some time—much time. Usually it is five miles out as everyone is eager to get there, and ten or fifteen miles in as the longer ride home is always a treat.

The Camp ground is just off the main highway, Hance Bridge Road, down a short, dead-end country road, and then down a little

winding pathway which leads directly to the Camp site. The first building on the lift as you drive in, is the Recreation Building, known as the Lodge. On the right are the Culinary Buildings, "The Cookateria" and "The Dinetta." In the center of the grounds is the screened-in pavillion which is used as a dining, reading, music or play room, depending upon the day and who is in Camp. Next to this building is the Retreat used by the counsellors.

On the north side of the campus is the dormitory—"The Sleep-a-torium." Two comfort stations with modern equipment, a modern shower bath in a separate building, and the power house, complete the physical set up of the camp. From the campus leading straight down a little hill is the swimming pool with the Menantico Stream feeding in and running out constantly, keeping the water purified at all times.

Originally, before the trees were thinned out, a campus-playground existed in imagination only. Now, while it is still shady and cool, it has been cleared so that all kinds of activity games can be played on the grounds. Swings are suspended from the larger trees and seats are fastened to the smaller ones, while hammocks and rockers lend comfort and pleasure to the less active campers, family and guests.

While the physical set up of a Camp is important, the successful administration of a Camp is even more essential and rests entirely with the counsellors. Again this year we have been very fortunate in the appointment of our counsellors, Mrs. Elizabeth McCarthy, teacher of physical education, and Mr. Ralph Ransom, teacher of manual training. With their intimate knowledge of the children gained in their classrooms and their previous camping experiences, they have been exceptionally successful in their management of the Camp.

Stories of Life at Camp Mento:

When Camp was first opened the little Pine Tree Swifts, often called lizards, were all over the Camp grounds and, of course, the junior boys were thrilled with the idea of catching them. Salva, who is fond of animals, was the most alert and daring of the boys, and he succeeded in catching the first one. When he got his hands on that first little fellow, his face just beamed with joy as he ran from back in the woods where he had caught him. The boys crowded around Salva while he with great pride and bravery held his catch up by the tail. But what a surprised boy he was when the little Swift shed his tail, dropped to the ground, and ran away.

The brave (?) boys standing around Salva scattered as if the little Swift had been feet, instead of inches, long, and Jimmy, who was always bragging about his bravery, was the first and fastest runner to disappear out of the picture, while the poor little Swift ran up a tall tree, and Salva, still holding the tail, wondered what had happened.

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Swimming is always one of the most, if not the most, favored of all the Camping sports in our camp as in most camps. Swimming at 11 A. M. and 3 P. M. has been a routine pleasure and thoroughly enjoyed by practically everyone at Camp, including the counsellors.

As the swimming pool in the Menantico stream is only used in the camping season, one of the first water frolics indulged in was the clearing up of the stream. This had to be done in order to make the stream safe for swimming, diving, and other games participated in by the children. Following the clearing up activities, a diving board was built for the senior campers, and a raft for the juniors. And how they did love a miniature boat ride on that little raft! Likewise, as not all the senior campers were able to dive, they had a grand time playing water ball, which is a modification of volley ball, but played in the water.

Second to the water sports, the competitive games played on the campus were very popular with pitching horseshoes, holding a first place. Competition was keen with the older boys, and whenever the counsellors had time to play the game as opponents, the enthusiasm of the spectators ran high for their favorite team. Many of the boys became adept in pitching ringers, and Billy won the prize as the outstanding player.

Other games played by the campers were a modified form of softball played among the trees, volleyball, dodge ball, hide and seek, tag, red light, and indians. For the less active group the swings, the victrola, radio, magazines, and games of low organization were enjoyed.

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Hikes were also popular, and they often terminated in a real nature-study lesson, especially when the girls were the hikers and brought back the lovely wild flowers which are to be found in the New Jersey woods. However, it would be foolish to say that the boys returned with wild flowers when the woods are so well-filled with other

attractions. Turtles, for example, have been the fascinating interest of the boys, and one day when we were clearing up the grounds, and the work was in full swing, Jack found a land turtle. Immediately he wanted to take it home with him and make a pet of it. Mr. Ransom told him that he could have it for his pet while he was on the camp grounds but he was not able to take it away from its home. Jack agreed, and everything went along nicely, even to the extent that after a while Jack confidentially told Mr. Ransom that he had put the turtle back where he had found him and was praised for his obedience. Jack continued to take his turn with the "clean up squad," but at the dinner table, it was noticed that he kept hitching up his trousers, and that he seemed to have stomach trouble, as he did not eat. He said he guessed he had lost his appetite.

No one but Mr. Ransom guessed what the trouble might be. One hour later when the supper dishes were washed, and everyone was seated in Zukie, ready to start on their homeward ride, Mr. Ransom looked at Jack, and said, "Jack, hours ago you told me that you had put the turtle back where you found him, didn't you?"

Jack looked sheepish, but replied, "Yes sir, I did."

Mr. Ransom again looked him in the eye and said, "All right Jack, but I would advise you to remove the turtle from under your shirt and put it on the ground,"

This time he did! Jack wore a "turtle grin" all the way home. At least that was the way the boys explained his funny grin.

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For four years we have had very dry summers and the fire warden withheld the permit to burn the huge pile of leaves and trash which the children had accumulated on the one-time campfire site where heretofore we had enjoyed the story telling hour in the evening. This year after the heavy rains, a personal visit was made to the warden, and after explaining the situation to him, he said that after the next heavy rain he would grant a permit if we would come around to his house to get it. The permit stated that the fire would be started at 1 P. M. but must be extinguished that evening at 6 P. M.

The warden was thinking of a small pile of leaves when he stipulated the hours of burning, as to burn the accumulation of four years would have taken as many weeks as he had stipulated hours. Knowing that the law must be obeyed, we experimented with the burning, but

soon realized that it would be a physical impossibility to reduce the huge pile to ashes in a few hours. Thus, the decision was reached that a "wheelbarrow brigade" into the woods would be the only satisfactory answer to the problem. This plan was at once made effective, and over 200 wheelbarrow loads had to be wheeled away before the campus was restored to its one-time attractive appearance.

The work involved in this undertaking might seem like changing recreation into labor, but the fun and treats and extra time at camp alloted to the "clean-up crew" more than rewarded them for their assistance in this restoration of the camp. However, notwithstanding the willing cooperation of the children and their appreciation of the improvements made in the appearance of the Camp, their real appreciation was of the excellent food prepared in the Cookateria and served in the Dinetta, for while the food came from the same supply as served at the School, eats served in the woods to children who have been actively occupied out in the open certainly taste different and wonderful.

At first, when Camp opens, the amount of food to be prepared is a problem, but after several days of experience, the fact is well demonstrated that every boy has hollow legs and the girls a sweet tooth, and it takes a heap of food to "fill 'em up."

"It smells like home," to many of the children when the delicious odor of cooking food is emitted from the Cookateria, reminding them of their kitchen back home. They love to be invited in to help out. One day a volunteer, after husking the required amount of corn for dinner, looked appreciatively at the pile of husked corn, leaned back in his chair, and stated that he was so tired from his labors, that he thought he would have to take a month's vacation and rest up before school started.

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Albert, the Volunteer, has been of indispensable assistance to the counsellors throughout the entire season. He is a born tease. After eating heartily a delicious dinner, he was asked if he had enjoyed it. In his droll way he replied, "Well, you know it took me about two days to get used to your cooking, but now I'm getting along pretty well."

The twinkle in his eye and his ability to run fast saved him from the skillet Mrs. McCarthy was drying, and then the fun began, and

only ended when a little later on Mrs. McCarthy made the high score at the horseshoe game, and Albert faked his wounded pride, sat on a stump and would not play any more—until Mr. Ransom came to his rescue with the "booby" prize, a cookie.

Innocent fun and a good laugh are ever encouraged at Camp Mento. They keep in action the motto of the school. That happiness is the real goal for which we are all striving.

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Visitors often drop in to see for themselves just how our recreational program is conducted, and the children without realizing that they are upholding the spirit of the Camp are wonderfully hospitable to our guests. Whenever the parents have visited, they have expressed real enthusiasm about the physical set-up of the camp, the food, and the activities provided for the campers.

One day when Patsy's family, who lives in North Jersey, came to the Training School to visit her and were told she was at Camp, they drove out with their intentions to take her for a pleasure trip, but after seeing how much she was enjoying herself, they changed their plans and spent the afternoon with Patsy at Camp.

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A visit to the Colony is one of the special pleasures anticipated by the campers. They love the idea of visiting another school, and as soon as they enter the Colony grounds, they begin to point out and tell each other, "That is Mr. and Mrs. Merithew's home." "This is the chapel where the boys go to church on Sunday and where they have movies on Wednesday." And so they go on describing the buildings and other things of interest to each other. They like to watch the herd grazing in the fields and to be told over and over again that the cows furnish the good milk which they drink every day.

They also like to ride across the Dam and back by the "little pig houses." Little, medium and large sized pigs are to be seen, but what they like most is to sound the squeaky horn on Zukie and see the real little pigs run like mad back to their mothers.

The girls always admire Raymond's lovely flower gardens planted with old fashioned flowers and adorned with the "old red pump" and other decorations which Raymond and his assistants have made.

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The senior boys who in the earlier weeks of the camping season rendered valuable assistance in the raising of the crops, were the last

ones to go to Camp. Because they are trustworthy and deserving, they were privileged to do pretty much as they pleased on their outing, and after talking over their plans, a few boys decided to go to the Colony and visit their friends, another group to go for a nature hike in the woods, four decided to pitch horseshoes, and the rest to rock, listen to the radio, look at pictures, or just rock and do nothing.

Needless to say that when the supper bell rang they were standing at the door of the Dinetta and were soon in their places, not one missing, and they were ready and ravenous for another filling meal with seconds or thirds if they wanted them, topped off with a delicious dessert.

After their supper while the family dined, the boys adjourned to the pavillion to rest, too full for utterance. A little later on when they were seated in Zukie and ready for the homeward ride, they said goodbye to the kind old Camp and thanked the counsellors for giving them such a good time. A more appreciative, happy group of boys would be hard to find.

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Conclusion:

Shortly after the Camp closed, three boys were overheard reminiscing about the Camp and the counsellors.

One said, "Mr. Ransom is some boy—He can teach school, fix a broken window, hit a home run, and set up the kitchen stove like nobody's business."

The second remarked, "Well, how about Mrs. McCarthy. She can make us fellows pick up our feet and march or stand on our heads, and can she make a chocolate pudding! Yum, yum. One that just melts in your mouth."

And another added, "Those things are all right, but what I like is the way they play games with us and like it."

That is the whole story in a nutshell. Successful counsellors know how to do all of the things needed in Camp, and at the same time, they play the game and like it.

Camp Mento is not classified either as a beautiful camp or for its surrounding beauty, but like Zukie, it has over the years made a wonderful contribution to the pleasures of hundreds of children who otherwise would have missed the joy of the out-of-doors experiences enjoyed at Camp.

NEW STAFF MEMBERS AT THE TRAINING SCHOOL

GIRLS SUPERVISOR

Miss Maxine Rettinger came to The Training School July 1, after graduating from the University of Wisconsin where she majored in Recreation. Miss Rettinger, who has been active in Girl Scout work, was a member of the Planning Committee for the Governor's Youth Congress held in Madison, Wisconsin, in 1949. A native of Antigo, Wisconsin, she was employed at the Southern Wisconsin Colony and Training School at Union Grove, Wisconsin. She is a member of the National Recreation Association.

SPEECH THERAPIST

Miss M. Lois Bibey, who received her Bachelor of Science degree at Slippery Rock (Pennsylvania) State Teachers College, was a graduate assistant at The Pennsylvania State College of Speech and Hearing Clinic under Dr. Eugene T. McDonald. She received her Master's Degree in Education at The Pennsylvania State College. A native of McKeesport, Pennsylvania, Miss Bibey is a member of the Pennsylvania Speech Association, the American Speech and Hearing Association and Sigma Alpha Eta, honorary speech correctionist fraternity.

CHAIRMAN, PSYCHOLOGICAL DEPARTMENT OF THE LABORATORIES

Dr. Alfred F. Glixman has done work in psychological research, teaching and child clinics at the University of Kansas and the University of Mississippi. He received his doctorate in psychology at the University of California at Berkley. Dr. Glixman assumed duties at The Training School on September 1.

STORES SUPERVISOR

Henry A. Fredette assumed duties at The Training School August 29. Following four years service with the U. S. Coast Guard and service with the U. S. Merchant Marine as Purser, Mr. Fredette was employed in the Kansas City, Missouri, office of Trans World Airlines. He is a native of Attleboro, Massachusetts.

PUBLIC RELATIONS

Stanley R. Hyle comes to The Training School after working in the Editorial and Promotion Departments of the ALTOONA (Pennsylvania) MIRROR. A graduate of the Pennsylvania State College, Mr. Hyle was a member of the news staff of the Public Information Department at The Pennsylvania State College. He was also employed on the news staff of the CENTRE DAILY TIMES at State College, Pennsylvania. Mr. Hyle assumes duties in Publicity, Hospitality and Publications at The Training School.

CLINICAL PSYCHOLOGIST

C. Edward Stull became a member at The Training School on September 1. After doing his undergraduate work at Catawba College, Mr. Stull received a Masters Degree in Education at Rutgers University and a Masters Degree in Psychology at the University of Pennsylvania. A former staff member at the Veterans Administration Mental Hygene Clinic at Philadelphia, Mr. Stull served as Principal of the Bethlehem (New Jersey) Township Elementary School. He was a psychological intern at the Veterans Administration Hospital at Perry Point, Perryville, Maryland.